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ABSTRACT

The handbook, first of a series of six, is designed to give the school administrator an overview of Project Employability (Ohio), a program to meet the employability needs of low functioning educable and high functioning trainable mentally retarded high school students. Chapter I describes each of six products: Community Job Task Analysis, Employability Assessment Instrument, Employability Curriculum, Home/School/Work Handbook, Student Work Performance Handbook, and Employability Administrative Handbook. Chapter II outlines a step by step procedure for introducing the project materials to an instructional staff. The final chapter contains a project summary report which reviews the program and presents evidence of effectiveness. Noted among the process and student outcome objectives are development and field testing of an employability curriculum with long and short term instructional goals, activities and resources, and improvement of students in at least one of 21 employability performance skills. Appendixes include a brochure, community job cluster, sample task analysis, sample task detail, employability skill definitions, and a sample student profile. (SB)

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PROJECT EMPLOYABILITY

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ADMINISTRATIVE HANDBOOK

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August 1981

EAST CENTRAL OHIO
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ADMINISTRATIVE HANDBOOK

PROJECT EMPLOYABILITY

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

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PROJECT EMPLOYABILITY

ADMINISTRATIVE HANDBOOK

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ADMINISTRATIVE HANDBOOK

Introduction

This handbook was designed to give the school administrator an overview of Project Employability. The first chapter of this handbook was designed to provide a brief description of each product, along with product organization and outcome predictions in terms of the instructional program of a school. The second chapter outlines a step-by-step procedure for introducing the project materials to an instructional staff. The third chapter involves the evaluation synopsis which was presented to the Joint Dissemination Review Panel in Washington, D.C. A brochure is included in the Appendix to provide a general description of the project.

This handbook was developed by program planners under the advisement of university consultants. It is our hope that the handbook will be of assistance as you endeavor to plan and improve programs for handicapped students.

Lewis P. Burrell, Ed.D.
August, 1981

CHAPTER I. EMPLOYABILITY ADMINISTRATIVE HANDBOOK: DESCRIPTION OF PRODUCTS

CHAPTER I. EMPLOYABILITY ADMINISTRATIVE HANDBOOK

Description of Products

Project Employability, comprised of six related products, was developed to meet the employability needs of handicapped students with little or no success in job placement. This target population is defined in Ohio as low-functioning Educable Mentally Retarded (EMR) and high-functioning Trainable Mentally Retarded (TMR). Within the American Association on Mental Deficiency (AAMD) definition, this population would include children within the high-moderate to low-mild range of retardation. Although these products have been field-tested and validated with this specific population, in design they will accommodate a broader range of retarded students as well as students with other handicaps who may function at a low employability level.

In the space below, each product will be described separately. The product purpose, the organization, and the expected outcomes will be discussed. Evaluation procedures used in validating the products are explained in a general way in the last part of the chapter.

I. COMMUNITY JOB TASK ANALYSIS

A. PURPOSE

The purpose of the Community Job Task Analysis handbook is to provide a task description and a task detailing for 55 community jobs. The information in turn was used in designing community job entry-level profiles and in preparing curriculum and teaching strategies. The 55 community jobs were selected from a list of 325 jobs with employment potential for this population of students. The basis for the selection was job importance; that is, 1) the student/employee would receive job satisfaction, motivation, success, and be able to become part of the actual work world himself/herself, and 2) the employer would be able to provide a job with an appropriate skill level and then in return receive the service desired from the student.

B. ORGANIZATION OF THE HANDBOOK

The Community Job Task Analysis handbook is organized as follows:

1. Job Clusters

The 55 community jobs are separated into four groups or clusters. Each cluster contains a number of jobs requiring similar entry-level skills. There is approximately one performance level differentiation between each of the clusters on the Criterion Assessment Instrument. The handbook is divided into four divisions by cluster.

2. Job Task Lists

Identification of community jobs and providing a job description using the Dictionary of Occupational Titles (DOT) was not sufficient basis for building the curriculum. The job elements or tasks had to be listed in order to more fully understand the job objectives. Included

with each job task is the performance frequency, importance level, learning difficulty, and a cross-reference to the Employability Curriculum.

3. Job Task Details

The task detailing was provided for two basic reasons as follows: 1) to determine those areas necessary to instruction and 2) to avoid omission of essentials which might have seemed to be too easy or otherwise obvious. In this section was also included the type of performance, the learning difficulty, and a cross-reference to the Employability Curriculum.

C. EXPECTED OUTCOMES

The task analysis handbook provided the informational base upon which both the curriculum and the assessment instrument were built. This handbook provides the organizational base which ultimately leads to the vocational and training performances of each student. The handbook also provides a document from which systematic employability instruction can emerge. The job task and task detail information can be used in designing on-the-job training plans as well as in the building of an in-school vocational training program.

II. EMPLOYABILITY ASSESSMENT INSTRUMENT

A. PURPOSE

The Employability Assessment Instrument is an evaluation system designed to measure a student's level of employability in relation to 55 selected community jobs.

B. ORGANIZATION OF THE EMPLOYABILITY ASSESSMENT INSTRUMENT

The Employability Assessment Instrument contains the following components:

1. Student Profile

The Student Profile was designed to measure the student's current level of functioning in twenty-one employability skills. These measures will indicate when a student is ready for employment. Evaluation with this instrument should be performed by professionals who know the students personally. Classroom teachers could assess their own students with a high degree of reliability.

2. Criterion Referenced Checklist

The Criterion Referenced Checklist contains operational definitions for each of the ten levels of performance for all twenty-one employability skills. The addition of the operational definitions enhances the reliability of the Student Profile scales. This checklist if used in conjunction with the Student Profile.

3. Job Entry-Level Profile

This profile is an indication of the minimal level of performance expected for success in a specific community job. The twenty-one employability skills used in the Student Profile were also used to establish minimal job entry-level profiles. There are Job Entry-Level Profiles for 55 community jobs selected from over 300 community jobs.

4. Job Cluster Profile

The 55 community jobs are separated into four groups or clusters. Each cluster contains a number of jobs requiring similar entry-level skills. There is approximately one performance level differentiation between each of the clusters.

C. EXPECTED OUTCOMES

By using each component of the Employability Assessment Instrument, a person can expect to (1) determine a student's level of performance, (2) predict a student's expected degree of success for each of 55 selected community jobs, and (3) determine the general cluster of jobs in which a student may achieve success.

III. EMPLOYABILITY CURRICULUM

A. PURPOSE

The Employability Curriculum outlines instructional goals and objectives designed to improve employment skills identified as being below acceptable levels of performance for specific jobs. This curriculum is directly cross-referenced to the Employability Assessment Instrument and can be used to improve student performance in each of 21 employability skill areas.

B. ORGANIZATION OF THE EMPLOYABILITY CURRICULUM

The Employability Curriculum handbook is organized as follows:

1. Employability Philosophy

The Employability Philosophy consists of sequentially ordered statements which could be used by program planners as level philosophy. Three broad philosophy statements can be used to define a district philosophy statement regarding employability training.

2. Employability Goal Statements

The Employability Goal Statements were designed to provide program goal statements within 21 employability skill areas. These goals are directed toward student job entry-level attainment.

3. Employability Skill and Level of Performance

The Employability Curriculum addresses 21 employability skill areas and ten levels of performance within each skill area. There are also the

skill areas and criteria of the Employability Assessment Instrument. Thus, instructional strategies could be readily developed at any given student level of functioning.

4. Annual Goal

An annual goal has been developed for each of the ten levels of performance of each employability skill. This goal represents what teachers might consider possible achievement potential for the student(s).

5. Short-Term Instructional Objectives

Two short-term instructional objectives have been developed for each annual goal. These objectives are broad and general and presented in a sequential order.

6. Classroom Instructional Objectives

Two more specific objectives were developed for use with each short-term objective.

7. Activities

At least five actual classroom actvities have been developed for each classroom instructional objective. These will assist the teacher with readily available instructional information; however, in any given situation, a different set of activities could just as well apply.

8. Employability Curriculum Resources

An expansion of teaching effectiveness and potential at any of the ten levels of performance on any of the 21 employability skills is further enhanced through the Employability Curriculum Resources. At least two resources are provided at each level of performance.

C. EXPECTED OUTCOMES

By using the Employability Curriculum described above, the school staff could improve the employment skills of the above described target population of special education students across 21 employability skill areas. Instruction can be individually tailored to student needs identified by administering the Employability Assessment Instrument.

IV. HOME/SCHOOL/WORK HANDBOOK

A. PURPOSE

The major purpose of this handbook was to provide an information source for helping older students bridge the gap between school and the world of work. However, because of the importance of developing appropriate work concepts early in a child's life and providing continuity throughout a child's school years, one chapter is devoted to this aspect of employability.

B. ORGANIZATION OF THE HANDBOOK

The first and last chapter of the handbook provides information about Project Employability. Chapters Two through Four deal with information and activities designed to enhance a student's employability potential with Chapter Three focusing on skill development sequencing beginning with the pre-school child. Chapter Three was included to give the reader an overall view of the vocational training process and to provide direction to parents of young children. Chapters Five and Six concentrate on those areas which will later help the student gain success on the job. By design, the handbook is resource oriented rather than instructional. Community persons who are interested in helping handicapped students become employable, will find the resource information useful for student career and vocational development activities and for the identification of available community student employment support systems.

C. EXPECTED OUTCOMES

The student's parents will gain a direct understanding about the many aspects of their son/daughter's job placement. Employers will be able to gain perspectives of their role in the training process of the handicapped. Also, it is hoped that this product will help the school in the placement of the target population of students with a higher degree of success.

V. STUDENT WORK PERFORMANCE HANDBOOK

A. PURPOSE

In an effort to help student bridge the gap between school and the world of work, this handbook was developed to address issues of 1) getting a job and 2) keeping a job. Teachers working with student community job placement will find the resource information useful as student become ready for placement.

B. ORGANIZATION OF HANDBOOK

The handbook was divided into five chapters as follows:

1. Knowledge Factors

The Knowledge Factors which contribute to job success involve those understandings about applying for and securing employment. Student success factors will improve as they gain specific information about work and their role in the work environment.

2. Skill Factors

The Skill Factors which contribute to employment success deal with the student's ability to perceive himself/herself as both an employee and as a successful worker. Needs satisfaction and personal care concepts are reinforced.

3. Attitude Factors

Basic worker attitudes which might affect employment success within this population are addressed. These include such topics as frustration, cooperation, and reality to name a few.

4. Value Factors

By Value Factor is meant those work performances which involve judgement on the part of the student. The student could experience either success or failure based on the appropriate choice.

5. Criterion Awareness Scale

This scale was developed to enable teachers and work-study coordinators to evaluate student readiness in the area of 1) getting a job and 2) keeping the job. The scale covers fifteen areas related directly to job success. This instrument was designed for use as an option to those who wish to take another look at their student's preparedness and success potential.

C. EXPECTED OUTCOMES

The handbook was designed as a supplementary resource to assist teachers in reviewing subject areas with students who are about to enter the community job market. The basic topics covered in this handbook will strengthen the student's probability for job success.

EVALUATION

Community Job Task Analysis

The handbook was developed by a task force of community employers, vocational rehabilitation counselors, and work-study coordinators. Three university consultants assisted with design. The product was validated through comparative methods and the use of a rating scale.

Employability Assessment Instrument

Three university consultants and the project director designed and validated the product. The validity of the twenty-one employability skill measures used in the project depends on two sources of authority. All but three of them (the academic skills) were cited by Peterson and Jones in Guide To Jobs For The Mentally Retarded as being crucial to the employability of educable mentally retarded students. The three academic skills added were specified by a panel of special education supervisors and administrators from three Ohio regional centers as being necessary for employability.

The reliability of these twenty-one scales was enhanced by providing an operational definition for each of the ten points on each of the twenty-one scales. Each of the 55 community job profiles involved in the project was devised across the twenty-one scales described by a joint task force of five community employers,

five vocational rehabilitation counselors, and five work-study coordinators. The validity of these profiles depends on the expertise of the members of that task force. The assessment instrument has an inter-rater reliability coefficient of .94, based on the field test results of 20 subjects from four school districts.

Employability Curriculum

The curriculum was designed and validated by three university curriculum and special education consultants and the project director. The product was developed by a 24-member special education task force of supervisors and teachers, work-study coordinators, and vocational rehabilitation counselors from both EMR and TMR schools.

The first validation was through comparison to nationally accepted products with similar goals for instruction. Standard and quality of the facilitating aspect of the product was evaluated through use of a 1-to-5 rating scale of pertinent information. The performance aspect was validated through field testing over two subsequent years. In the second year of the field test, the average experimental group student acquired the qualifications for 6.6 additional jobs while the control group averaged a gain of 1.7. In brief, the experimental student broadened the scope of his/her employability nearly four times as much as did the control group student during the same period of time.

The reliability of producing a consistent expected outcome was established when the product was field-tested over a two-year period with similar results. The t-test also proved signficant gains at the .05 level for the two-tailed test.

Home/School/Work Handbook

The information of this handbook was collected, developed, and validated on a cooperative basis utilizing special education supervisors, work-study coordinators, teachers, community advisors, and university consultants. A rating scale of pertinent criteria was used to validate the product.

Student Work Performance Handbook

The information of this handbook was collected, developed, and validated on a cooperative basis utilizing special education supervisors, work-study coordinators, teachers, community advisors, and university consultants. The Criterion Awareness Scale was developed by a task force of psychologists and supervisors and was validated by university consultants and the project director. A rating scale was used to validate the product components.

This Employability Administrative Handbook was designed by the project director and university consultants. It was developed by the project director and the ECO SERRC staff. The product was validated through a rating scale of pertinent criteria completed by program planners.

CHAPTER II. PRODUCT APPLICATIONS/ STEP-BY-STEP PROCEDURE

The purpose of this chapter is to present the program planner with a ready-made sequence for presenting the Project Employability products. The project background and purpose has been explained along with the project goals and objectives. The instructional process is presented in a step-by-step sequence to help the administrator present the employability program to a school staff. Included in the Appendix are exhibits of actual product materials which will help the reader more readily conceptualize applications. Each of nine "steps" was designed for an overhead presentation. Following each overhead presentation, is a text explaining the exhibits. By following sequentially through this chapter, we hope that you, the administrator, will have enough overall basic information to take your staff through the EMPLOYABILITY process. Please turn to the next page and begin with Step #1.

STEP #1: ORGANIZATION

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STEP #2: PURPOSE AND NEED

PURPOSE: TO ENHANCE THE EMPLOYABILITY OF LOW-FUNCTIONING EMR AND HIGH-FUNCTIONING TMR STUDENTS WHO HAVE HERETOFORE BEEN UNEMPLOYED.

RATIONALE:

1. NEED WAS IDENTIFIED INITIALLY BY A CONSORTIUM OF STAFF MEMBERS FROM THREE SERRC REGIONS COVERING 16 COUNTIES.

2. NEED WAS FURTHER SUBSTANTIATED BY:

   a. A SURVEY DISSEMINATED TO 40 EDUCATORS WITHIN THE EAST CENTRAL OHIO REGION.

   b. OHIO DEPARTMENT OF EDUCATION DATA INDICATING 19.6% OF ALL EMR STUDENTS ELIGIBLE FOR WORK-STUDY RECEIVED NO EXPERIENCE.

   c. A STATE-WIDE SURVEY

STEP #3: PRIORITY NEEDS

NEEDS WERE IDENTIFIED WHICH WERE ESSENTIAL TO FULFILLING THE PURPOSE OF THE PROJECT (IN PRIORITY ORDER)

A. TO IDENTIFY AND TASK ANALYZE APPROPRIATE SKILL AREAS OF TRAINING

B. TO DEVELOP A PROFILE OF CRITERIA FOR STUDENTS NEEDING THIS TYPE OF VOCATIONAL TRAINING.

C. TO IDENTIFY AND TASK-ANALYZE AVAILABLE COMMUNITY JOBS

D. TO DEVELOP AND FIELD TEST A VOCATIONAL TRAINING MODEL

E. TO DETERMINE POSSIBLE SCHOOL SETTINGS, TRAINING FACILITIES, OR AGENCIES TO HOUSE A VOCATIONAL TRAINING MODEL

F. TO DEVELOP PRODUCTS TO BE USED IN VOCATIONAL TRAINING

G. TO DEVELOP AN INSERVICE PACKAGE TO BE USED TO TRAIN THE TEACHERS

STEP #4: PROJECT GOALS

INITIALLY PROJECT GOALS WERE ESTABLISHED WHICH WOULD ADDRESS THE ASSESSMENT AND TRAINING NEEDS FROM STEP #3.

I. TO DEFINE THE CONCEPT OF "EMPLOYABILITY" BY IDENTIFYING SPECIFIC MINIMAL LEVELS OF PERFORMANCE NECESSARY FOR EMPLOYMENT IN COMMUNITY JOBS.

II. TO DEVELOP AND FIELD TEST A PROCEDURE FOR DETERMINING A STUDENT'S PRESENT LEVEL OF VOCATIONAL FUNCTIONING, TO ESTABLISH APPROPRIATE INSTRUCTIONAL STRATEGIES TO IMPROVE STUDENT PERFORMANCE, AND ULTIMATELY TO MATCH STUDENT JOB SKILLS WITH APPROPRIATE JOB PLACEMENT CRITERIA.

III. TO INCREASE A STUDENT'S LEVEL OF EMPLOYABILITY, AND TO MAKE JOB PLACEMENTS POSSIBLE FOR THE EMR AND TMR STUDENTS WHO ARE PRESENTLY UNSERVED BY EXISTING WORK-STUDY AND SHELTERED WORKSHOP PROGRAMS.

STEP #5: COMMUNITY JOBS

GOAL I

OBJECTIVE A:

TO COMPILE A LISTING OF AND TO TASK ANALYZE COMMUNITY JOBS IN WHICH THE LOWEST FUNCTIONING EMPLOYEES, CLIENTS, OR STUDENTS COULD BE EMPLOYED.

EXHIBITS:

1. COMMUNITY JOB CLUSTERS (APPENDIX B)
2. COMMUNITY JOB TASK LIST (APPENDIX C)
3. COMMUNITY JOB TASK DETAILS (APPENDIX D)

TEXT ON EXHIBITS OF STEP #5

Community Job Clusters

A job cluster is a group of jobs that seem to go together for various reasons. For example, auto mechanic and auto body repairman seem to go together because both have to do with transportation. Therefore, these two jobs could be clustered under the heading of Transportation. In another siutation, one might cluster a lawyer, a teacher, and a doctor under the heading Professions. Street sweeper and farm hand might cluster under Unskilled. Thus, for one reason or another, a job might be clustered with another job.

In Project Employability four clusters were established. Fifty-five community jobs were clustered on the basis of the skill development required to function successfully. Cluster #1 jobs require the lowest level of job skills. Cluster #2 is approximately one unit higher on the Employability Assessment Instrument scale across all 21 employability skills. Cluster #3 is one unit higher than Cluster #2. Cluster #4 represents the highest skill requirements for the Project Employability jobs.

Thus, the jobs of this project were clustered according to employability skill level with each cluster representing one unit of difference on the assessment instrument. Cluster #1 was the lowest level and Cluster #4 was the highest.

An exhibit of the Community Job Clusters is presented in Appendix B.

Community Job Task List

A community job is a specific employment situation providing money in exchange for services rendered. In Project Employability the community jobs were selected on the basis of job importance; that is, 1) the student/employee would receive job satisfaction, motivation, and success, and would be able to become a part of the actual work world himself/herself, and 2) the employer would be able to provide a job with the appropriate skill level and then in return receive the service desired from the student.

The Dictionary of Occupational Titles (D.O.T.) was used to determine whether or not a job that was chosen was legitimate with the U. S. Department of Labor. Job descriptions were taken from the D.O.T.

The job description outlines the points of emphasis to be taught, but that is not enough basis for building a course. It's not specific enough; therefore, the task analysis becomes the next step.

The first step in task analysis is the listing of all the tasks that might be included in completing a job. A job task is that set of actions which is required for completing a job objective. A task then is a complete job element. A job or vocation consists of a number of tasks. For example, one of the tasks that must be performed by a housekeeper's helper is that of emptying trash; all the steps involved in emptying the trash go to make up a completed task. One part of a bus person's job is to clear tables. That is one of the tasks that makes up the bus person's job. Preparing a batch of mortar is one of the tasks that makes up the mason's job.

The job tasks can probably be listed just by thinking about the job while looking at the job description. This can be done, however, in a better way by talking to employers or others who actually work in the field. In Project Employability a task force of experts listed the job tasks. You may see areas where more tasks need to be added or areas which could be deleted. This task force has made a good beginning.

The task force also cross-referenced each task to an instructional area of the Employability Curriculum which they feel could be used as a means of strengthening student skills. They further strengthened this task analysis activity by rating the performance frequency, the importance level, and the learning difficulty level for each task.

A note of caution should be taken in program planning. You will not be teaching all the tasks listed in the task analysis. You will have to use your own judgement as to which tasks are reasonable and needed when planning your own program.

An exhibit of a Community Job Task Analysis is presented in Appendix C.

Community Job Task Details

After the task list is established, the tasks of the list should be arranged in some sort of order. This arrangement could be a grouping by tasks which seem to cluster together, or by a task sequencing from least to most difficult, etc. In any case, it will be necessary to form some sort of order to the list. In Project Employability, the tasks were sequenced with those most likely to assist the student in job entry being included first on the list.

The second component in any task analysis is to list the steps involved in performing any given task. The list will describe what the person does when performing the task. Unless this is done, the program planner will likely fall into one of two traps, namely, 1) spending too much time trying to teach something difficult that is relatively unimportant, or 2) forgetting to include something that is very easy to teach but that is absolutely essential to learn. For example, replacing lug nuts may be one of the details to the task of changing a tire, but if the person fails the detail of tightening the lugs, it could spell disaster to the car's driver.

The second part of the task analysis then involves the listing of each of the steps in performing the tasks in terms of what is actually done on a job, rather than in terms of what must be known. In Project Employability, the top priority tasks were detailed. In the process a cross-reference was made back to the Employability Curriculum for further instruction on any task detail. Also, included in this section was the type of performance and the learning difficulty level.

An exhibit of a Community Job Task Detailing Sheet is presented in Appendix D.

STEP #6: JOB ENTRY-LEVEL PROFILE

GOAL I

OBJECTIVE B:

TO ESTABLISH A JOB ENTRY-LEVEL PROFILE OF 21 EMPLOYABILITY SKILL AREAS FOR THE COMMUNITY JOBS.

EXHIBITS:

1. EMPLOYABILITY SKILL AREAS (APPENDIX E)
2. CRITERION REFERENCED CHECKLIST (APPENDIX F)
3. CRITERION REFERENCED JOB ENTRY-LEVEL PROFILE (APPENDIX H)

TEXT ON EXHIBITS OF STEP #6

Employability Skill Areas

After the task analysis, the next logical step in the process of preparing to assess and train students would involve the identification of those areas where the students might develop vocationally. Five areas were identified to represent those common knowledge areas basic to vocational training for all handicapped students. Within those five basic areas, 21 independent employability skills were defined. A description was written for each. At this point the foundation was established upon which to build the assessment and training instrument.

An exhibit of the 21 employability skills, the five skill areas, and the employability skill definitions is included in Appendix E.

Criterion Referenced Checklist

Once the 21 employability skills were defined as independent and definite contributors to the employment success of the target population, the next step was to devise some sort of measure to determine the functioning level of the students in these areas. A rating scale from one-to-ten was devised with one being the lowest possible level at which a student might function and ten being the highest. The scale was then graduated over ten units corresponding to the progress steps a student might make in his learning and development. These graduations on the one-to-ten scale were criterion referenced.

The exhibit of this criterion reference is included in Appendix F.

When the instrument was pilot-tested, some of the criteria were so closely defined that it was almost impossible to depict accurately the student's functioning level. Therefore, it became necessary to develop a more expanded and clear-cut definition for each of the criteria. When this component was added to the instrument, the reliability of the instrument greatly increased.

The exhibit of this operational definition is included in Appendix G.

Job Entry Level Profile

With the 21 employability skills having been defined and with the 55 community jobs having been identified and task analyzed, the next step in the process of preparing to assist students was to find a way to interpret job-entry level requirements in terms of employability skill development. It became necessary to look at each job and each employability skill and to establish a minimum entry requirement skill-wise for each job. By doing so, a job-entry level profile was developed for each of the 55 jobs across all 21 employability skills.

The format of the job profile was designed to match perfectly the student profile. With the same format, an efficient method was devised for comparing the student functioning level with the entry-level job requirement.

In order to determine whether a student could perform as a housekeeper helper at a health facility, an overlay of the student's profile on the job profile for housekeeper helper could provide immediate information regarding qualifications. If the student profile was higher than that required for entry level, then the student would qualify for the job. If it was lower, the job training needs could be seen on the profile match.

An exhibit of the Job Entry Level Profile may be seen in Appendix H.

STEP #7: STUDENT ASSESSMENT

GOAL II

OBJECTIVE C:

TO DEVELOP AND FIELD TEST AN ASSESSMENT INSTRUMENT FOR MEASURING LEVELS OF STUDENT FUNCTIONING IN THE 21 EMPLOYABILITY SKILL AREAS.

EXHIBITS:

1. CRITERION REFERENCED CHECKLIST (APPENDIX F)
2. CRITERION REFERENCED OPERATIONAL DEFINITIONS (APPENDIX G)
3. CRITERION REFERENCED STUDENT PROFILES (APPENDIX I)

TEXT ON EXHIBITS OF STEP #7

Student Assessment

When students are assessed and their skills seem to be below those needed for job entry, two alternatives exist for program planners. One alternative would be to send the students back for remedial training to build up deficiencies. Another approach would be to tailor the program to meet the students' needs. With Project Employability, the second approach is the most likely.

This project has as its target population the unemployable handicapped student. Training the low-functioning student is possible due to the unique quality of the Employability Curriculum. The curriculum spans a training spectrum from the very lowest possible student functioning level to beyond the job-entry level for each of 21 employability skill areas.

The assessment would involve the following:

1. Determining the student's level of functioning in 21 employability skill areas by use of the Criterion Referenced Checklist. (Exhibited in Appendix F.)

2. Refining each aspect evaluated by a closer examination through a check of the definition in the Operational Definitions to the Criterion Referenced Checklist. (Exhibited in Appendix G.)

3. Entering the student ratings on the Student Profile to be used in individual program planning. (Exhibited in Appendix I.)

STEP #8: EMPLOYABILITY CURRICULUM

GOAL II

OBJECTIVE D:

TO DEVELOP AND FIELD TEST AN EMPLOYABILITY CURRICULUM WITH LONG-TERM GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES, CLASSROOM INSTRUCTIONAL OBJECTIVES, ACTIVITIES, AND RESOURCES TO ENABLE TEACHERS TO IMPROVE STUDENT EMPLOYABILITY LEVELS IN THE 21 EMPLOYABILITY SKILL AREAS.

EXHIBITS:

1. EMPLOYABILITY CURRICULUM (APPENDIX J)

2. JOB TASK ANALYSIS; EMPLOYABILITY CURRICULUM; AND WORK TRAIT REFERENCES (APPENDIX C, APPENDIX J, APPENDIX E)

TEXT ON EXHIBITS OF STEP #8

Employability Curriculum

Once the student population has been thoroughly identified as to educational and vocational need through a reliable vocational assessment instrument, a program can be designed to meet the student needs. However, before a curriculum can be developed for this population, much preliminary groundwork has to be considered. Possible community jobs have to be identified. These jobs have to be task analyzed to determine which elements are needed for successful employment. In view then of both the target population and the community jobs, specific skills are isolated which can contribute to employability. After determining those skills which contribute to a student's employment success, an assessment instrument has to be devised in such a way as to actually answer questions about student preparedness for the specific community jobs. Finally, a curriculum is developed to fulfill student training and job needs.

The curriculum itself to be most effective has to answer to the needs discovered through assessment. Thus, a plan should be devised to provide a basic instructional process for improving student skills in areas of deficiency discovered through the assessment process. In doing this very thing, the plan outlined in Project Employability provides the following at each level of student functioning:

1. An identification of the student's level of functioning
2. An annual goal to be completed in approximately one year
3. Two short-term instructional objectives for the annual goal
4. Two classroom instructional objectives for each short-term instructional objective
5. Five activities for each suggested classroom instructional objective
6. Two resources at each level of functioning

Along with this comprehensive structure, an employability philosophy and a set of general employability goals is furnished to the program planner. The Employability Curriculum can be used in planning a child's Individual Education Program (I.E.P.). Under this structure, additional resources or activities can very easily be added to meet most any basic school employability program needs.

Job Task Analysis Cross References

With each job task and job task detail of the 55 community jobs, a cross-reference was made to the Employability Curriculum. The use of this cross-reference is two-fold as follows:

1. It will directly link the 21 employment skills with the actual community job tasks and task details.

2. It will enable program planners to review a given community job in terms of the specific training requirement needed in the school program.

For example, the task of sweeping floors in the community job Housekeeper's Helper requires the employability skills of repetitiveness, direction, and dexterity. A person planning a program for a student in this area would definitely pay attention to how well the school could provide meaningful instruction in these areas.

Aside from the basic cross-reference of the Employability Curriculum to the Community Job Task Analysis, other learning factors have been addressed as: performance frequency, learning difficulty, and type of performance. Understanding those factors as well can contribute to student learning success.

An exhibit of the Employability Curriculum is included in Appendix J.

STEP #9: STUDENT SUPPORT

GOAL III

OBJECTIVE E:

TO DEVELOP A SUPPORT PRODUCT TO ASSIST THE STUDENT IN THE TRANSITION FROM SCHOOL TO WORK.

EXHIBITS:

1. HOME/SCHOOL/WORK HANDBOOK (APPENDIX K)
2. STUDENT WORK PERFORMANCE HANDBOOK (APPENDIX L)

TEXT ON EXHIBITS OF STEP #9

Student Support

Student support takes on many forms. Each of us has at one time or another received that needed boost to enable us to take hold of an opportunity or to climb higher on the ladder of our chosen occupation. The handicapped young person needs the same kind of support and even more so. The support may be more direct and continuous than in our own situation; however, it is greatly needed even at this different level of operation.

The low-functioning young person who has experienced so many failures needs far more support than that higher-functioning youth where one situation continually reinforces another. With the above in mind, the success factor in student placement will improve as the functioning student acquires the needed support mechanisms to help him/her make that initial break into the world of work. These students will need help both in gaining employment and in maintaining a job. Their handicap acts as a barrier to job entry.

As parents, employers, and the school staff understand more about these students and more about their potential in the job market, a greater number will become successful workers. Two support products have been provided to assist students through that transition.

The Home/School/Work Handbook was developed as an information source for parents, employers, and school personnel. This source will provide much of the general information needed for helping older entry-level students to bridge the gap between school and the world of work. An outline of the contents is included as Appendix K.

The Student Work Performance Handbook was designed for use in the school classroom with students who are at entry-level. The handbook was designed to help the students address issues of 1) getting a job and, 2) keeping a job. An outline of the contents of this handbook may be found in Appendix L.

CHAPTER III. PROJECT RESEARCH SUMMARY

PROJECT TITLE/LOCATION: Employability Assessment and Training for Educationally Handicapped High School Students

Tuscarawas County Board of Education
New Philadelphia, OH 44663

DEVELOPER: East Central Ohio Special Education Regional Resource Center 818 Boulevard, Dover, Ohio 44622

SOURCE AND LEVEL OF FUNDING: Funds for the three year project (1978-81) were provided by an ESEA Title IV-C Developmental Innovative Grant. The level of funding is as follows:

Grant Period	Level of Funding	
1978-79	No. 78-D-61-1	$68,089 Title IV-C
1979-80	No. 79-D-61-2	75,321 Title IV-C
1980-81	No. 0061-4C-81-D-3	85,620 Title IV-C
	Total	$229,030

YEARS OF PROJECT DEVELOPMENT: 1978-1981

BRIEF DESCRIPTION OF PROJECT:

Purpose

Project EMPLOYABILITY was designed to improve the employment skills of low-functioning educable mentally retarded (EMR) and high-functioning trainable mentally retarded (TMR) high school students. Within the American Association on Mental Deficiency (AAMD) definition, this population would include children within the high-moderate to low-mild range of retardation. The project includes a criterion-referenced assessment instrument for measuring levels of student functioning in 21 employability skills. These skills are as follows: social skills (self-expression, sociability, work independence, appearance, teamwork); time factors (pace, attendance, timing); performance skills (simultaneity, accuracy, dexterity, choices, direction, memory, caution); tolerance (repetitiveness, perseverance, stamina); and academic skills (reading, math, writing). A job profile was developed for each of 55 community jobs, and a system was devised to determine job preparedness by matching student profiles to job profiles. The community jobs identified were those requiring minimal entry-level skills; however, they were considered to be generally available in most communities. For example, garage helper, laundry aide, gardener, dishwasher, farm hand, assembler, mason's helper, and stock person are a few of the jobs identified. An employability curriculum to train students in the 21 employability skills was devised and sequenced across the ten levels of the criterion-referenced assessment instrument. The curriculum consists of long-range goals, short-term instructional objectives, classroom instructional objectives, activities, and resources. The objectives were written in behavioral terms. Two support handbooks were also devised to assist handicapped students in the transition from school to the world of work. A manual, developed for teacher training, introduces educators to the products and procedures necessary to implement Project Employability.

Background

Project EMPLOYABILITY was developed in response to a set of needs identified by a consortium of staff members from three special education

regional resource centers representing 16 counties in northeast and east-central Ohio. This project was then promoted by a community action council who supported the integration of handicapped students into regular classes. This committee defined as a need the lack of vocational assessment and training in schools serving low-functioning educationally handicapped students.

To further determine if the statements of needs identified by these committees were consistent with the thinking of special educators in the east-central Ohio region, a survey was conducted to retrieve pertinent information regarding the needs previously identified. The survey was mailed to 14 psychologists, 12 TMR educators, 7 EMR supervisors, and 7 EMR work-study coordinators. The survey represented all regional TMR schools, all EMR supervisors, all work-study coordinators, and a random sample of one-third of the psychologists in the ten-county region. Some of the respondents represented both TMR and EMR programs; thus, some of the respondents answered for both EMR and TMR. The survey first explained the defined needs. Then the respondents were asked if they believed that the existing program was adequate in meeting the employability needs of this student population. Of the TMR educators, 3 answered yes, and 17 answered no. Of the EMR educators, no one answered yes while 24 answered no. Thus, the response of these experts in the field substantiated the region-wide need for improved vocational assessment and training for these students.

This need was further substantiated by statistics from the Ohio Department of Education, Division of Special Education, which indicated that during the 1975-76 school year 2,658 or 19.6% of all EMR students eligible for work-study were receiving no hands-on training or work experience. Most of this population was considered to be unemployable while at the same time special education standards mandated that vocational objectives become an integral part of every child's high school program.

Areas of highest need were identified next by a regional task force of psychologists, special education supervisors, work-study coordinators, and teachers; and objectives were formulated and prioritized as follows:

1. To identify and task-analyze appropriate skill areas of training
2. To develop a profile of criteria for students needing this type of vocational training
3. To identify and task-analyze available community jobs
4. To develop and field test a vocational training model
5. To determine possible school settings, training facilities, or agencies to house a vocational training model
6. To develop products to be used in vocational training
7. To develop an in-service package to be used to train the teachers

The current project was devised to provide special educators in this region with products to meet vocational training mandates for this population. Thus, with these products, special educators should be able to identify appropriate vocational objectives to meet the employability needs of all EMR and TMR high school age students.

GOALS AND OBJECTIVES:

Goals

The goals of Project EMPLOYABILITY are three-fold as follows:

1. To define the concept of employability by identifying specific minimal levels of performance necessary for employment in community jobs

2. To develop and field test a procedure for determining a student's present level of vocational functioning and ultimately to match student job skills with appropriate job placement criteria

3. To establish appropriate instructional strategies to improve student performance to a level of employability and thereby to make job placements possible for the EMR and TMR students who are presently unserved by existing work-study and sheltered workshop programs

Objectives

The project was implemented through both process and student-outcome objectives. The process objectives resulted in the development of specific products. When these products were applied to an experimental student population, the results fulfilled student-outcome objectives. A summary of the project objectives are as follows:

Process Objectives

1. A task force of community employers, vocational rehabilitation counselors, and work-study coordinators will compile a listing of and task analyze community jobs in which the lowest functioning employees, clients, or students could be employed and will establish a job entry-level profile of 21 employability skills for these community jobs.

2. A task force of psychologists, special education teachers, vocational rehabilitation counselors, and work-study coordinators will develop and field test an assessment instrument for measuring levels of student functioning in the 21 employability skills.

3. A task force of EMR and TMR teachers, special education supervisors, work-study coordinators, and sheltered workshop personnel will develop and field test an employability curriculum with long-term goals, short-term instructional objectives, activities, and resources.

4. A task force of psychologists, special education supervisors, work-study coordinators, and vocational rehabilitation specialists will develop two support products to assist the student in the transition from school to work.

Student-Outcome Objectives

1. The students will show significant improvement on at least one of 21 employability performance skills as measured by ratings on a criterion referenced checklist.

2. The students will acquire the qualifications for significantly more community jobs than will a group of other low-functioning mentally retarded students enrolled in a conventional special education program.

The process objectives were evaluated for standard and quality by use of a 1-to-5 rating scale of pertinent criteria devised by the project director and three university consultants. The student-outcome objectives were evaluated by using a criterion-referenced student profile of 21 employability skills. A control and experimental group were pre- and post-tested with this scale during field testing. The evaluation on which claims of effectiveness are based focused on the student-outcome objectives, and these results are included on pages 8, 9, and 10. Also, the Social and Pre-Vocational Information Battery (SPIB) was applied during the record year of field testing, and these results are on page 9. T-tests were used for levels of significance.

CONTEXT AND STUDENTS SERVED:

A major factor contributing to the success of the program and to the project's ability to attract a great deal of school and community support was the fact that it was associated with a regional resource center. The project was administered by the East Central Ohio Special Education Regional Resource Center (ECO SERRC) which is a voluntary participatory management system established specifically to assist school districts and parents with the development and implementation of special education programs for handicapped children. The ECO SERRC, one of sixteen such centers in the state of Ohio, serves an area consisting of the following ten counties: Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Muskingum, Noble, and Tuscarawas. This region represents fifty school districts with a total student population of 102,000. The policy-making body of ECO SERRC is a governing board consisting of superintendents from each of the school districts in the region. By voting unanimously to administer this project, the governing board not only endorsed it but influenced participation from school districts within the region. A Community Communications Council involving 21 community representatives from throughout the region has been active in promoting the project in their local communities.

The field test sites were selected on the basis of identified student need. At least six low-functioning EMR students or six high-functioning TMR students were required at each test site. An attempt was made to produce a random sample of both the experimental and control group. The basis for selection was as follows: 1) the students were currently considered unemployable, and 2) the students were within the high-moderate to low-mild range of retardation as defined by the American Association on Mental Deficiency. The small number of students in this target population made it administratively infeasible to select on a random basis at some of the twelve test sites, thus limiting the selection process. In addition, a quota of experimental and control students was assigned to the person in charge at each site, and it was not possible to determine if any students were assigned to any given group for humanitarian reasons. This being the case, the Mann Whitney U Test was run initially between the experimental and the control groups, skill by skill, for each of the 21 employability skills. This procedure proved that there was no significant difference initially between the experimental and the control groups on average rated abilities.

After the selection, students in both the experimental and the control groups were assessed with the Employability Assessment Instrument. The students in the experimental group received the Employability Curriculum instruction based on the assessment information. The control group received no instruction from the Employability Curriculum and received only that instruction which was given to all the special education students within the class. The instruction to the experimental group consisted of an additional, separate 80 minutes per week in the Employability Curriculum. Thus, in each of the 12 test sites, a control group of at least three students was observed and compared with an experimental group of at least three students. Following the identification of students who qualified on the basis of identified need, the field test schools were selected over an area that could reflect a broad range of both school and community types. The schools, by type, ranged from city, local, and exempted village to County Boards of Mental Retardation schools. The community types included rural, small town, and cities with both agriculturally and industrially based economies. The school participants at each test site included a special education

supervisor, a classroom teacher, and a work-study or workshop coordinator. These three staff members from each of twelve school districts worked in teams to field test the curriculum products. During field testing, each team treated their sample population exactly the same.

The assessment instrument and the curriculum products of this project have met a long-standing educational need in this region.

The project's activities are easily transportable since they consist of a series of products in book form. The products were designed for implementation with currently existing special education programs with currently existing staff.

Product validity and reliability measures and applications will be presented in the next sections.

PROGRAM DESCRIPTION:

The Project EMPLOYABILITY program consists of six products in book form. Each product was developed by a task force of experts and validated through currently acceptable research procedures. The University of Virginia Discrepancy Guide was used to compare pertinent criteria for both the content and the process development. The Project Director and the university consultants applied the Ohio vocational Program Review for Improvement, Development, and Expansion (P.R.I.D.E.) and validated the project products in areas of curriculum and instruction, facilities and equipment, instructional staff, student applications, and other general student-related outcomes. In evaluating instructional materials such as those used in this study, it has been found that knowledgeable professionals can make as many as five levels of distinction; therefore, a five-point evaluative scale, modeled from the P.R.I.D.E. concept with each point given a qualitative label, was used in the evaluation of the products described below.

Employability Assessment Instrument

The Employability Assessment Instrument was developed to enable the school staff to determine student levels of functioning in 21 employability skills. The areas of assessment cover the following: social skills, time factors, performance skills, tolerance, and academic skills. The common knowledge areas of the instrument, except for the academic skills area, were defined previously in another study by Peterson and Jones in Guide To Jobs For The Mentally Retarded.**

The instrument provides for a student profile on a scale of ten which could be matched with entry-level job profiles for 55 community jobs. Thus, deficiencies in employment preparedness for any given job can be determined by matching the student's level of functioning (student profile) with the entry-level needed for the job (job profile). The product was developed by a task force of four psychologists, four special education teachers, four vocational rehabilitation counselors, and four work-study coordinators. The assessment instrument has an inter-rater reliability coefficient of .94, based on the field test results of 20 subjects from four school districts. Three university consultants and the project director designed and validated the product.

Employability Curriculum

The curriculum contains annual goals, short-term instructional objectives, classroom instructional objectives, activities, and resources for each of the 21 employability skills. Student weaknesses identified through the assessment can be corrected through instruction by

**Peterson, Richard O. and Jones, Edna M. Guide To Jobs For The Mentally Retarded. Washington, D.C.: American Institutes For Research In The Behavioral Sciences, 1964.

using the employability curriculum which is sequenced across the ten levels of the criterion-referenced scale. Areas of instructional concentration are provided in such a way that students will be able to prepare for specific community jobs. The product was developed by a 24-member special education task force consisting of supervisors and teachers, work-study coordinators, and vocational rehabilitation counselors from both EMR and TMR facilities. Three university consultants and the project director designed and validated the product.

Community Job Task Analysis

This handbook of task analyses of 55 community jobs was developed to enable teachers to prepare students for specific jobs. The handbook consists of job tasks and job task details for the 55 community jobs and is cross-referenced to the employability curriculum for teaching of those specific skills a student might need for job-entry or job-improvement. The handbook will also assist both the employer and school staff in developing on-the-job training plans for the co-op student. The product was developed by a task force of five community employers, five vocational rehabilitation counselors, and five work-study coordinators. Three university consultants assisted with the design and validation.

Home/School/Work Handbook

This handbook provides additional support to the low-functioning student in the transition period between school and the actual world of work. It was designed for use by a unique team: the parents, the employers, and school staff. It was outlined to address the issues of job preparation, job maintenance, legal responsibilities, and the applications of Project Employability as a source for job success. This product was developed by fifteen special educators who had prior experience with student community job placement. The product was designed and validated by three university consultants and the project director.

Student Work Performance Handbook

The Student Work Performance Handbook consists of both assessment and curriculum. This support product was designed to provide the low-functioning student with another base in the transition from school to the world of work and provides exercises which deal with such factors as knowledge, skills, attitudes, and value judgments. The assessment instrument in the handbook is cross-referenced to curriculum materials, and student exercises are provided. Students will learn to deal directly with many factors not covered in the Employability Curriculum, i.e., job sources, communication, cooperation, conservation. This product was developed by a task force of 24 special educators. The project director and three university consultants designed and validated the product.

Employability Administrative Handbook

This manual details for program planners the interrelationships of the project products. It outlines the use and value of each component as well as provides strategies for in-service training and for product implementation in the school program. The product was designed, developed, and validated by the project director with the assistance of three university consultants.

STAFF DEVELOPMENT:

Program Staffing

This program was implemented in twelve selected school districts in a field test during the 1980 and 1981 school years. The Project Director coordinated all activities from the East Central Ohio Special

Education Regional Resource Center with the assistance of one secretary. Activities in each test site were conducted by teams consisting of a special education supervisor, a teacher, and a work-study coordinator. Beyond the field test participants, a total of 942 educable mentally retarded and 180 trainable mentally retarded youth will be served by the project in the ECO SERRC region.

The development of the six products described above was the work of task force personnel (approximately 20 persons per product), selected from the 48 participating school districts from the ten counties associated with the ECO SERRC region. Three university consultants and the project director designed and validated the products. Four external consultants reviewed and refined the final products in preparation for print.

In-service Training

Two-day in-service sessions were conducted for individual school districts throughout the region. These sessions trained staff members to use the products in their existing school programs.

Workshops

A full-day workshop was held each year for three years to provide the project developers and task forces with the background information necessary for product development, field testing, product evaluations and various applications of the products across existing school programs. This extensive workshop would not be necessary for a teacher to adopt this program. However, a credit course was also developed from the workshop materials for university instruction. The University of Cincinnati and Wright State University are both offering the course for credit.

Community Communications Council

A region-wide citizens' advisory panel met four times per year throughout the development. This group communicated their ideas and concerns to the developers. They also communicated project goals, objectives, and activities to their school districts, boards of education, community service clubs, area employers, and parent groups.

COSTS:

The 1978-1981 budget for the development of this project was $229,030. The average cost of development per student per year was $68.00. The maximum costs associated with adopting the project for a class of 15 students are presented in the chart below. Adoption costs

	INSTALLATION (Non-recurring Costs)	SUBSEQUENT YEARS (Recurring Costs)
Personnel	-	-
Personnel Inservice Training (3 persons x 2 days)	$ 300	-
Materials	400	-
Consumables (xerox copies)	210	$ 100
Other Costs		
Project Products (three sets)	156	-
Transportation for field experiences	248	248
TOTALS	$1314	$ 348
Cost per student	$ 87.60	$ 23.20

for a school district are in addition to current operating expenses. The materials needed are those instructional resources and aids necessary for initially implementing the project products. Consumables would include xerox copies of student forms and other replaceable materials. The project products consist of about 950 pages of curriculum and instructional materials in six bound copies.

EVIDENCE OF EFFECTIVENESS:

The research evaluation design consisted of two basic components. The facilitating aspect and process of each product was measured by use of a five-point evaluative scale with each point thereon being given a qualitative label. The student outcome and performance aspect was measured by a pre- and post-test application of a criterion-referenced test consisting of 21 employability skill measures. Student profiles were matched with job entry-level profiles to establish student employability gains. Three educational research specialists from the University of Cincinnati assisted with design, data treatment, and the interpretation of the results. The results of the evaluation with evidence of impact is presented in this section.

Interpretability-of-Measures

The validity of the 21 employability skill measures used in this project depends on two sources of authority. All but three of the measures (the academic skills) were cited by Peterson and Jones (page 5) as being necessary for the employability of educable mentally retarded students. The three academic skills added were specified by a panel of special education supervisors and administrators from three Ohio special education regional resource centers as also being necessary for employability.

The reliability of these 21 scales was enhanced by providing an operational definition for each of the ten levels on each of the 21 scales. In using them for both formative and summative evaluations of students, members of the instructional/evaluational team independently rated each student on each of the 21 scales, and for each such rating event, the three ratings were averaged if necessary.

Each of the 55 community job profiles involved in this study was drawn across the 21 scales described above by a joint task force of five community employers, five vocational rehabilitation counselors, and five work-study coordinators. The validity of these profiles depends on the expertise of the members of that task force. The reliability of these profiles is evidenced by the fact that there was complete consensus within this task force on every one of the 21 points on each of the 55 profiles.

Credibility-of-Evidence

The raw data on each student at each evaluation event was collected independently by the three members of the teaching/evaluation team, and their ratings were then compared until consensus was reached. These raw data were reduced and analyzed by the Project Director with the assistance of three University of Cincinnati consultants. The objectivity of both the raw data and the analyses thereof was assured by the reliability of the scales and profiles described above.

Evidence-of-Impact

This project defined 55 community job profiles considered to be attainable by the kind of students this program was designed to serve. Table I displays the average numbers of job profiles met or exceeded by experimental and control students both on entry into the program and also on completion of the program for each of the first two years of operation.

Table I: NUMBER OF JOBS MATCHED

	January, 1980			May, 1980		
	N	Mean	S.D.	Mean	S.D.	t
Experimental	35	4.9	10.02	10.0	16.59	1.59
Control	32	9.2	16.84	10.6	15.29	.33
	September, 1980			January, 1981		
	N	Mean	S.D.	Mean	S.D.	t
Experimental	30	2.9	7.80	9.5	16.24	2.01*
Control	26	6.2	15.58	8.0	15.60	.41

*Significant at .05 level, two-tailed test.

The field test was conducted during both the 1979-80 and 1980-81 school years; however, there was no overlap of students from year to year.

The Social and Prevocational Information Battery (SPIB), which was standardized nationally with a population of EMR students, was used to determine whether the current population showed significant improvement in employability skills. The results of this test are included in the table below.

Table II: RESULTS OF THE SOCIAL AND PREVOCATIONAL INFORMATION BATTERY (SPIB) ADMINISTERED TO THE EMR SUB-SAMPLE

SPIB GLOBAL MEASURES	September, 1980			January, 1981		
	N	Mean	S.D.	Mean	S.D.	t
Experimental	19	213.2	20.78	225.5	19.09	2.03*
Control	20	204.4	33.11	218.8	28.83	1.49

*Significant at .05 level, two-tailed test.

The table above further substantiates the significant change in the experimental EMR sub-group over the control group as a result of the employability instruction.

Evidence of Statistical Reliability of the Effects

The measured results of the field test are sumarized in Tables I and II above. During the second year of the project the experimental group showed a significant gain in the average number of jobs matched as reflected in Table I. Significant gains were also evidenced on the Social and Prevocational Information Battery (Table II) during the second year of field testing, although the program did not directly address the SPIB test criteria. It is felt that the moderate sample sizes available and the large variability inherent in subjects of this type diminished the power of the statistical tests to report significant differences for the effect sizes observed. Other statistical approaches not reported here supported the same basic conclusion: the gains are statistically moderate compared to the natural variation in the data. It should be noted, however, that statistically significant results, even

with very small differences, can nearly always be reported simply by increasing the sample sizes. The issue is whether these gains are educationally significant in the sizes observed, with statistical significance being one kind of supporting evidence.

Evidence That the Effects are Educationally Meaningful

Referring to the data shown for the second project year in the above table, it can be seen that the average experimental student acquired the qualifications for 6.6 additional job types versus 1.7 such job types for the control student. In brief, the experimental student broadened the scope of his/her employability nearly four times as much as did the control group student during the same period of time. Since the experimental and control groups represent a true sample of the 1122 students to be served by the project in the ECO SERRC region, it can be stated that the project will have a wide impact in the area of employability of these students previously categorized as unemployable. Furthermore, since the project by design is highly transportable, it will have an effect educationally on a broad scale. Keeping in mind the purpose of education for this class of student, it may be claimed that this program is educationally meaningful.

Evidence That the Effects are Attributable to the Intervention

The use of a control group during each of the two years of this program helps rule out the usual alternative explanations of the effects found, for example, maturation and growth, media, other similar instruction, age, desire, etc.

Evidence of Generalizability to the Populations for which the Product or Practice is Intended

The replication of this experiment at twelve sites ensures the generalizability of the pooled results reported herein to all other sites dedicated to the preparation of the low-functioning educable mentally retarded and high-functioning trainable mentally retarded for employability. Furthermore, the products are designed to be highly transportable due to the generalizability of the community jobs addressed. This transportability has been further substantiated through field testing in a variety of types of school districts and communities (Described on page 4). The program can be implemented in currently existing special education programs with the currently existing staff.

The project was presented at two state conventions involving 200 members of the Ohio Association of Supervisors and Work-Study Coordinators (OASWSC) and the Ohio Council for Exceptional Children (Ohio CEC). Two summer workshops trained 75 persons in product applications. The project was presented at four Special Education Regional Resource Centers' in-service meetings in Ohio. During three consecutive years, 1979 through 1981, the project was presented at the Spring Conference of the Ohio State Department of Education, Division of Planning and Evaluation, and in 1980 to the Ohio Division of Special Education. Seventeen school districts in the ECO SERRC region held in-service meetings to introduce the products. The project was also presented at the National CEC Conference in April, 1981 at New York. The project has had wide publication exposure throughout Ohio and was accepted for consideration as a lighthouse model by the Council of Administrators of Special Education (CASE). Project EMPLOYABILITY product materials have been adopted for college instruction in credit courses at both the University of Cincinnati and Wright State University.

APPENDICES

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PROJECT ABSTRACT

TARGET POPULATION

.. low-functioning educable mentally retarded students (EMR) in programs operated by public high schools

.. high-functioning trainable mentally retarded students (TMR) in programs operated by county boards of mental retardation (169 programs)

DESCRIPTION

.. provide an assessment instrument for determining community-based vocational and career education needs

.. identify community jobs and the required functioning and skill levels for employability

.. provide a curriculum for skill training and student development

.. provide for student job readiness and placement through employability support products

.. field test products to establish levels of validity and reliability

.. evaluate and validate products in terms of nationally acceptable validity and reliability measures

ACTIVITIES

.. design a student assessment instrument to determine student levels of functioning and skill development in 21 work/trait characteristics

.. develop a curriculum to assist in student skill improvement in 21 work/trait characteristics

.. provide entry-level information and a task analysis for 55 community jobs

.. provide community supportive handbooks for the school, employer, parent, and student

.. evaluate all products in terms of validity and reliability measures

EVALUATION

.. analyze all products for reliability and validity in terms of nationally acceptable standards

.. field test all new products and analyze products by use of rating scales and pre- and post-test data

POPULATION SERVED

.. 1010 EMR and 180 TMR students within the defined functioning level from the East Central Ohio Special Education Regional Resource Center (ECO SERRC) service area

PROJECT STUDENT-RELATED PRODUCTS

Assessment

.. a criterion referenced assessment instrument was developed to determine 21 work/trait skill levels and provide job-match criteria

Instructional

.. a basic career-oriented vocational philosophy

.. a criterion referenced Employability Curriculum product with goals, objectives, activities, and resources

.. a Community Job Task Analysis product cross-referenced to the employability curriculum

Supportive

.. a Home/School/Work Handbook to coordinate important factions toward student employability success

.. a Work Performance Handbook to personally acquaint the student with his new world of work

.. an Employability Administrative Handbook to facilitate program implementation

PROJECT EVALUATION PRODUCTS

Evaluation Related

.. an analysis of 55 community jobs
.. an analysis of a state-wide questionnaire
.. an analysis of the criterion referenced checklist instrument field test
.. an analysis of Employability Curriculum in Year II field test
.. an analysis of Employability Curriculum in Year III field test
.. an analysis of the Home/School/Work Handbook
.. an analysis of the student Work Performance Handbook

PROJECT DEVELOPMENT

PROJECT DEVELOPERS

.. included 13 special education supervisors, 25 EMR teachers, 22 TMR teachers, 14 work-study coordinators, 5 community employers, 6 JVS vocational instructors, 5 vocational rehabilitation counselors, and 5 psychologists

COMMUNITY COMMUNICATIONS COUNCIL

.. included 29 members representing parents of handicapped, employers, community lay persons, and educational program planners

CONSULTANTS AND CRITIQUERS

.. included 3 university consultants, 5 critique specialists, and the project coordinator

PROJECT EMPLOYABILITY

EMPLOYABILITY ASSESSMENT AND TRAINING FOR EDUCATIONALLY HANDICAPPED HIGH SCHOOL STUDENTS

ESEA Title IV-C

Project
No. 0061-4C-81-D-3

THREE YEAR PROJECT TERM
1979 - 1981

COMMUNITY JOB CLUSTERS*

The jobs listed below were clustered by entry-level requirement. "Job Cluster 1" has the lowest student functional and performance requirement.

JOB CLUSTER 1

Job No.	Job	Job No.	Job
1.01	Assembler	1.11	Grass Cutter
1.02	Auto Interior Cleaner	1.12	Packager
1.03	Bus Cleaner	1.13	Sanitation Worker
1.04	Cart Person	1.14	Site Clean-Up
1.05	Carton Assembler	1.15	Sorter
1.06	Dishwasher (Commercial)	1.16	Stapler & Assembler
1.07	Dishwasher/Hswkr. (Domestic)	1.17	Street Dept. Laborer
1.08	Egg Sorter	1.18	Vacuum Cleaner Person
1.09	Fruit & Berry Picker	1.19	Vehicle Washer
1.10	Garbage/Trash Collector	1.20	Window Cleaner

JOB CLUSTER 2

Job No.	Job	Job No.	Job
2.01	Farm Hand	2.04	Laundry Aide (Health)
2.02	Grounds Keeper's Helper	2.05	Laundry Service Hlpr.(Comm.)
2.03	Landscaping Laborer	2.06	Lawn Worker (Domestic)

JOB CLUSTER 3

Job No.	Job	Job No.	Job
3.01	Bus Boy*	3.12	Grounds Care Helper
3.02	Copy Machine Operator	3.13	Housekeeper's Helper (Health)
3.03	Custodial Aide	3.14	Housekeeper's Helper (Motel)
3.04	Dock/Freight Helper	3.15	Machine Feeder
3.05	Dock Worker	3.16	Mason's Helper
3.06	Food Service Helper (Health)	3.17	Materials Handler
3.07	Food Service Helper (Hos.&R)	3.18	Mover's Helper
3.08	Gardener	3.19	Painter's Helper
3.09	Garage Helper	3.20	Sack Boy*
3.10	General Maintenance Helper	3.21	Shipping Department Helper
3.11	Greenhouse Worker	3.22	Stock Person

JOB CLUSTER 4

Job No.	Job	Job No.	Job
4.01	Building Maintenance Helper	4.05	Messenger Person (Office)
4.02	Carpenter's Helper	4.06	Parking Lot Attendant
4.03	Chef's Helper	4.07	Senior Citizen Care Aide
4.04	Day Care Helper		

*SOURCE: Titles of the community jobs were taken from The Dictionary of Occupational Titles, U. S. Department of Labor.

Project EMPLOYABILITY
No. 0061-4C-81-D-3

COMMUNITY JOB TASK ANALYSIS

Community Job: Assembler #1.01

CRC Reference: Cluster #1

D.O.T. Reference: Any Industry #706.887

General Description: To gather materials, load equipment, and assemble, count, stack, and organize products.

Job Tasks	Employability Curriculum* Work Trait Reference 1st	2nd	3rd	P	I	L**
1. Place parts in specified areas	PS15	PS12	PS10	1	1	3
2. Bolt parts together	PS11	PS14	T16	1	1	3
3. Clip parts together	PS11	PS10	PS9	1	1	3
4. Screw parts together	T16	PS9	SS3	1	1	3
5. Fasten parts together with adhesive	PS10	PS11	PS9	1	1	3
6. Replenish supplies on assembly line	PS12	SS3	TF8	2	1	3
7. Check material for defects	PS12	PS10	SS3	1	1	3
8. Use handtools and portable power tools	PS15	PS13	PS11	2	2	2
9. Tend machines for correct operation	PS15	A19	PS10	3	1	2
10. Substitute at various worksites	SS5	SS3	TF7	3	2	2
11. Lift materials to assembly line	T18	PS15	PS10	1	1	2
12. Unload materials from assembly line	T18	PS15	PS10	1	1	2
13. Pack finished product for shipping	PS15	T18	TF8	1	1	3
14. Make cartons for packing	PS13	PS14	PS10	1	1	3
15. Load cartons onto truck	T18	T17	T16	1	1	2
16. Discard defective material	PS12	PS15	SS3	2	1	4

* Refer to the Employability Curriculum for further work/skill training exercis

** Employability task performance information includes the following:
P-Performance Frequency, I-Importance Level, L-Learning Difficulty
(Rating Scale: 1-Very High, 2-High, 3-Moderate, 4-Low, 5-Very Low)

TASK DETAILING SHEET

Community Job: Assembler #1.01

Job Tasks With Task Details	Employability Curriculum* Work Trait Reference 1st	2nd	3rd	TP**	LD***
1. Place parts in specified areas	PS15	PS12	PS10		
a. Load materials	T18	PS10	PS13	M	4
b. Push cart to designated area	T18	PS15	PS13	M	4
c. Separate parts	PS14	PS13	PS11	D	3
d. Place parts in specific location	PS14	PS13	PS10	M	3
e. Return carts to original area	T18	PS14	PS13	M	4
2. Bolt parts together	PS11	PS14	T16		
a. Arrange parts for bolting	T16	T17	PS14	M	4
b. Select proper bolts	PS12	PS10	PS9	D	3
c. Align the bolt holes	PS11	PS9	PS12	M	3
d. Insert bolts in hole	PS9	SS3	PS11	M	3
e. Install washer on bolt	PS9	SS3	PS11	M	4
f. Place nut on bolt	PS9	PS11	T16	M	3
g. Tighten bolts by hand	PS11	T16	T17	M	4
h. Tighten with wrench	PS12	T16	T17	M	4
3. Clip parts together	PS11	PS10	TF8		
a. Arrange parts for clipping	PS10	PS11	PS13	M	4
b. Select proper clip	PS12	PS14	SS3	D	3
c. Align clips with material	PS11	PS10	PS9	M	3
d. Install clip in/on material	PS9	PS10	PS11	M	4
e. Remove installation tool	PS13	PS14	PS15	M	4
4. Screw parts together	T16	PS9	SS3		
a. Arrange parts to be screwed together	T16	T17	PS11	M	4
b. Select proper screws	PS12	PS10	PS9	D	3
c. Align screw with opening	T16	PS10	PS11	M	3
d. Install screw	PS10	PS11	T16	M	4
e. Tighten screw with tool	PS11	T16	T17	M	4

* Refer to the Employability Curriculum for further work/skill training exercises.

** TP - Type of Performance: *M-Manipulation, R-Recall, S-Speech, D-Discrimination, P-Problem Solving*

*** LD - Learning Difficulty: *1-Very Difficult, 2-Difficult, 3-Moderate, 4-Easy, 5-Very Easy*

DEFINITION OF EMPLOYABILITY SKILLS

Skill Area	Skill Number	Skill	Skill Description
SOCIAL SKILLS	SS 1	SELF-EXPRESSION	able to communicate, i.e. transmit and receive information in a manner conducive to employment
	SS 2	SOCIABILITY	interacts with fellow employees and the public in a friendly and positive manner.
	SS 3	WORK INDEPENDENCE	can work without supervision or guidance
	SS 4	APPEARANCE	exhibits cleanliness, neatness, and positive mannerisms
	SS 5	TEAMWORK	able to work with others in the performance of job responsibilities
TIME FACTORS	TF 6	PACE	perform at a consistent and desirable rate of speed
	TF 7	ATTENDANCE	demonstrates reliability in meeting job assignments and schedules
	TF 8	TIMING	able to conceptualize time and fulfill time requirements
PERFORMANCE SKILLS	PS 9	SIMULTANEITY	able to perform more than one activity at the same time
	PS 10	ACCURACY	understands task requirements and is able to perform within an acceptable margin of error
	PS 11	DEXTERITY	able to perform gross and fine motor movements required to complete a specific task
	PS 12	CHOICES	Demonstrates ability to recognize alternatives and select the appropriate option
	PS 13	DIRECTION	able to follow instructions to the completion of a task
	PS 14	MEMORY	able to remember and recall facts and events in a manner which is conducive to task performance
	PS 15	CAUTION	ability to recognize safety hazards and to exercise precaution in preventing accidents
TOLERANCE	T 16	REPETITIVENESS	able to repeat a task as often as necessary without loss of productivity
	T 17	PERSEVERANCE	able to stay with and complete a task despite distractions and interruptions, or discouragements
	T 18	STAMINA	demonstrates physical endurance necessary to perform required tasks
ACADEMIC	A 19	READING LEVEL	demonstrates a level of reading required to perform a job task
	A 20	MATH SKILLS	demonstrates a level of math skills required to perform a job task
	A 21	WRITING SKILLS	demonstrates a level of writing skills required to perform a job task

APPENDIX E

SS 1. SELF EXPRESSION
1-Unresponsive
2-Unintelligible
3-Nonverbal Response
4-Limited Verbal Response
5-Answers Questions
6-Makes Statements
7-Asks Questions
8-Initiates Conversation
9-Socially Expressive
10-Communicative

SS 2. SOCIABILITY
1-Antisocial
2-Ignores Others
3-Somewhat Inhibited
4-Reserved
5-Responsive to Friends
6-Responsive to Strangers
7-Interacts with Peers
8-Interacts with Adults
9-Outgoing
10-Sociable

SS 3. WORK INDEPENDENCE
1-Constant Supervision
2-Close Supervision
3-Moderate Supervision
4-Occasional Supervision
5-Monitored
6-Limited Dependability
7-Moderate Dependability
8-Consistent Dependability
9-Independent
10-Self Directed

SS 4. APPEARANCE
1-Squalid
2-Slovenly
3-Unkempt
4-Untidy
5-Clean
6-Presentable
7-Acceptable
8-Neat
9-Well-Groomed
10-Fashionable

SS 5. TEAMWORK
1-Uncooperative
2-Disruptive
3-Self-Centered
4-Loner
5-Follower
6-Helper
7-Communicates Socially
8-Works for Common Goals
9-Cooperative
10-Productive

TF 6. PACE
1-Nonperforming
2-Substandard
3-Erratic
4-Inconsistent
5-Slow Pace
6-Fairly Consistent
7-Moderate
8-Systematic
9-Steady
10-Adept

TF 7. ATTENDANCE
1-Always Absent
2-Not Reliable
3-Usually Absent
4-Frequently Absent
5-Inconsistent
6-Absent with Question
7-Absent with Reason
8-Seldom Absent
9-Reliable
10-Perfect Attendance

TF 8. TIMING
1-Unaware of Time
2-Unrealistic Concept of Time
3-Some Awareness of Time
4-Awareness of Time
5-Some Awareness of Time Requirements
6-Awareness of Time Requirements
7-Often Fails to Meet Time Requirements
8-Sometimes Fails to Meet Time Requirements
9-Generally Meets Time Requirements
10-Always Meets Time Requirements

PS 9. SIMULTANEITY
1-Discoordinate
2-One Task with Supervision
3-One Task Alone
4-Two Tasks with Total Assistance
5-Two Tasks with Partial Assistance
6-Two Tasks Alone
7-Three Tasks with Total Assistance
8-Three Tasks with Partial Assistance
9-Three Tasks Alone
10-Fluid

PS 10. ACCURACY
1-No Accuracy
2-Unaware of Standards
3-Unaware of Mistakes
4-Corrects Mistakes When Shown
5-Corrects Some Mistakes on Own
6-Corrects Most Mistakes on Own
7-Improves Accuracy with Help
8-Tries to Improve on Own
9-Corrects Own Mistakes
10-Perfect Accuracy

PS 11. DEXTERITY
1-Uncoordinated
2-Clumsy
3-Awkward
4-Impeded
5-Gross-Motor
6-Fine-Motor
7-Agile
8-Adept
9-Proficient
10-Deft

PS 12. CHOICES
1-Nondiscriminating
2-Passive
3-Aware
4-Indecisive
5-Procrastinating
6-Relies on Others
7-Reluctant
8-Hesitant
9-Self-Directed
10-Discriminating

PS 13. DIRECTION
1-Unable to Follow
2-Resistive/Oppositional
3-Imitative
4-Simple Directions With Reinforcement
5-Follows Simple Directions
6-Moderately Difficult with Reinforcement
7-Follows Moderately Difficulty Directions
8-Complex Directions with Assistance
9-Follows Complex Directions
10-Follows Very Complex Directions

PS 14. MEMORY
1-No Recall
2-Recall with Cues
3-Immediate Recall of Events
4-Immediate Recall of Facts
5-Immediate Recall of Sequences
6-Long-Term Recall with Cues
7-Long-Term Recall of Events
8-Long-Term Recall of Facts
9-Long-Term Recall of Sequences
10-Retains Information

PS 15. CAUTION
1-Reckless
2-Rush
3-Heedless
4-Impetuous
5-Neglectful
6-Deliberate
7-Wary
8-Careful
9-Prudent
10-Vigilant

T 16. REPETITIVENESS
1-Off Task
2-No Attention Span
3-Seldom Stays on a Task
4-Occasionally on Task
5-Infrequently on Task
6-Frequently on Task
7-Generally Does Job
8-Continually Does Job
9-Consistently on Task
10-Always on Task

T 17. PERSERVERANCE
1-Doesn't Try
2-Highly Distractable
3-Restless
4-Distractable
5-Generally on Task
6-Attentive
7-Interested
8-Determined
9-Relentless
10-Persistent

T 18. STAMINA
1-Physically Intolerant
2-Easily Fatigued
3-Exhausted
4-Weary
5-Sluggish
6-Sporadic
7-Alert
8-Lively
9-Vigorous
10-Endurance

A 19. READING LEVEL
1-Nonreader
2-Identifies Letters
3-Phonetic Skills
4-Reads Simple Words
5-Reads Simple Sentences
6-Interprets Simple Sentences
7-Interprets Complex Sentences
8-Comprehends Paragraphs
9-Interprets Sequences of Paragraphs
10-Functional Reader

A 20. MATH SKILLS
1-No Number Concepts
2-Counts by Rote
3-Size/Quantity Relationships
4-Identifies Numbers to Ten
5-Identifies Numbers to 100
6-Simple Addition/Subtraction
7-Two-Place Addition/Subtraction
8-Regrouping
9-Multiplication/Division
10-Functional Computation

A 21. WRITING SKILLS
1-Nonwriter
2-Illegible
3-Manuscript Alphabet
4-Makes Letters Correctly
5-Manuscript Words
6-Copy Cursive
7-Cursive Independent
8-Joins Cursive Letters
9-Legible Writer
10-Functional Writer

CRITERION REFERENCED CHECKLIST
OPERATIONAL DEFINITIONS

SS 1. SELF-EXPRESSION

1. UNRESPONSIVE: The student merely sits without facial expression, verbal response, or physical reaction to verbal or physical efforts to arouse him/her. The student may not even be aware of another person's presence.

2. UNINTELLIGIBLE: The student does respond to physical or verbal gestures, but usually cannot be understood. He/she may respond, but cannot communicate his/her point clearly to the instructor with either words or gestures.

3. NONVERBAL RESPONSE: The student responds to verbal or visual stimulation by physical reaction, i.e., nods head, shakes hands, makes facial expressions, etc.

4. LIMITED VERBAL RESPONSE: The student uses only a word or short phrase answers to verbal stimuli.

5. ANSWERS QUESTIONS: The student understands simple questions and gives a short appropriate verbal response.

6. MAKES STATEMENTS: The student can verbalize a complete idea or question, even though sentences may be fragmented and brief.

7. ASKS QUESTIONS: The student can ask intelligent questions using fairly complete sentence structure.

8. INITIATES CONVERSATION: The student starts conversation with little or no prompting, talks in short to medium sentences, gets point across most of the time.

9. SOCIALLY EXPRESSIVE: The student initiates conversations frequently and likes to talk. He/she enjoys talking with more than one person and expresses himself/herself well.

10. COMMUNICATIVE: The student can communicate with ease and clarity and is able to respond to others' ideas and communications.

SS 2. SOCIABILITY

1. ANTISOCIAL: The student refuses to interact with others. Attempts to force him/her to respond or interact are met with antagonism or belligerence.

2. IGNORES OTHERS: The student is withdrawn to the extent that attempts to interact socially with him/her are totally ignored.

III. JOB ENTRY LEVEL PROFILE

EMPLOYABILITY ASSESSMENT INSTRUMENT

1.01 JOB NUMBER

JOB: Assembler

GENERAL DESCRIPTION: To gather materials, load equipment and assemble, count, stack, and organize products.

CRC REF	EMPLOYABILITY SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	6	7	8	9	10	HIGH DESCRIPTOR (10)
SS 1	SELF EXPRESSION	unresponsive	o	o	o	o	o	o	o	o	o	o	communicative
SS 2	SOCIABILITY	antisocial	o	o	o	o	o	o	o	o	o	o	sociable
SS 3	WORK INDEPENDENCE	constant supervision	o	o	o	o	o	o	o	o	o	o	self-directed
SS 4	APPEARANCE	squalid	o	o	o	o	o	o	o	o	o	o	fashionable
SS 5	TEAMWORK	uncooperative	o	o	o	o	o	o	o	o	o	o	productive
TF 6	PACE	nonperforming	o	o	o	o	o	o	o	o	o	o	adept
TF 7	ATTENDANCE	always absent	o	o	o	o	o	o	o	o	o	o	perfect attendance
TF 8	TIMING	unaware of time	o	o	o	o	o	o	o	o	o	o	always meets time requirements
PS 9	SIMULTANEITY	discoordinate	o	o	o	o	o	o	o	o	o	o	fluid
PS 10	ACCURACY	no accuracy	o	o	o	o	o	o	o	o	o	o	perfect accuracy
PS 11	DEXTERITY	uncoordinated	o	o	o	o	o	o	o	o	o	o	deft
PS 12	CHOICES	nondiscriminating	o	o	o	o	o	o	o	o	o	o	discriminating
PS 13	DIRECTION	unable to follow	o	o	o	o	o	o	o	o	o	o	follows very complex directions
PS 14	MEMORY	no recall	o	o	o	o	o	o	o	o	o	o	retains information
PS 15	CAUTION	reckless	o	o	o	o	o	o	o	o	o	o	vigilant
T 16	REPETITIVENESS	off task	o	o	o	o	o	o	o	o	o	o	always on task
T 17	PERSEVERANCE	doesn't try	o	o	o	o	o	o	o	o	o	o	persistent
T 18	STAMINA	physically intolerant	o	o	o	o	o	o	o	o	o	o	endurance
A 19	READING	nonreader	o	o	o	o	o	o	o	o	o	o	functional reader
A 20	MATH	no number concepts	o	o	o	o	o	o	o	o	o	o	functional computation
A 21	WRITING	nonwriter	o	o	o	o	o	o	o	o	o	o	functional writer

I. STUDENT PROFILE

EMPLOYABILITY ASSESSMENT INSTRUMENT

STUDENT NAME _____ B.D. _____ DATE EVALUATED _____

ADDRESS _____ TEL. _____ EVALUATOR _____

_____ LEA/AGENCY _____

CRC REF	EMPLOYABILITY SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	6	7	8	9	10	HIGH DESCRIPTOR (10)
SS 1	SELF EXPRESSION	unresponsive	o	o	o	o	o	o	o	o	o	o	communicative
SS 2	SOCIABILITY	antisocial	o	o	o	o	o	o	o	o	o	o	sociable
SS 3	WORK INDEPENDENCE	constant supervision	o	o	o	o	o	o	o	o	o	o	self-directed
SS 4	APPEARANCE	squalid	o	o	o	o	o	o	o	o	o	o	fashionable
SS 5	TEAMWORK	uncooperative	o	o	o	o	o	o	o	o	o	o	productive
TF 6	PACE	nonperforming	o	o	o	o	o	o	o	o	o	o	adept
TF 7	ATTENDANCE	always absent	o	o	o	o	o	o	o	o	o	o	perfect attendance
TF 8	TIMING	unaware of time	o	o	o	o	o	o	o	o	o	o	always meets time requirements
PS 9	SIMULTANEITY	discoordinate	o	o	o	o	o	o	o	o	o	o	fluid
PS 10	ACCURACY	no accuracy	o	o	o	o	o	o	o	o	o	o	perfect accuracy
PS 11	DEXTERITY	uncoordinated	o	o	o	o	o	o	o	o	o	o	deft
PS 12	CHOICES	nondiscriminating	o	o	o	o	o	o	o	o	o	o	discriminating
PS 13	DIRECTION	unable to follow	o	o	o	o	o	o	o	o	o	o	follows very complex directions
PS 14	MEMORY	no recall	o	o	o	o	o	o	o	o	o	o	retains information
PS 15	CAUTION	reckless	o	o	o	o	o	o	o	o	o	o	vigilant
T 16	REPETITIVENESS	off task	o	o	o	o	o	o	o	o	o	o	always on task
T 17	PERSEVERANCE	doesn't try	o	o	o	o	o	o	o	o	o	o	persistent
T 18	STAMINA	physically intolerant	o	o	o	o	o	o	o	o	o	o	endurance
A 19	READING	nonreader	o	o	o	o	o	o	o	o	o	o	functional reader
A 20	MATH	no number concepts	o	o	o	o	o	o	o	o	o	o	functional computation
A 21	WRITING	nonwriter	o	o	o	o	o	o	o	o	o	o	functional writer

EMPLOYABILITY CURRICULUM

7. EMPLOYABILITY SKILL: Attendance

7.07 LEVEL OF PERFORMANCE: Absent With Reason

ANNUAL GOAL: The student will be present over 95% of the time, but he/she occasionally will not have a valid reason for an absence.

7.07.1 STIO: When a student is absent, he/she will bring a note from home explaining the absence.

7.07.11 The student will be able to write or tell what information is needed on an excuse slip, including names, dates of absences, reason for absences, and parent's signature.

7.07.111 The student will practice writing the following information needed on an excuse slip: name of student.

7.07.112 The student will practice writing the following information needed on an excuse slip: date of absence.

7.07.113 The student will practice writing the following information needed on an excuse slip: reason for absence.

7.07.114 The student will practice obtaining the following information needed on an excuse slip: parent's signature.

7.07.115 The student will be able to list all the necessary information needed on an excuse slip: student's name, date of absence, reason for absence, parent's signature.

7.07.12 When a student is absent, he/she will remind his/her parents or guardian to send an excuse slip to school with the proper information on it.

7.07.121 The student will discuss why it is necessary to bring in an excuse slip after missing school.

7.07.122 The student will discuss the consequences that could take place if an excuse slip is not brought in after missing school.

7.07.123 The student will role play reminding parents to write excuse slip.

7.07.124 The student will role play explaining to his parents the necessity of an excuse slip.

7.07.125 The student will indicate on his/her own attendance chart if an excuse slip was brought in after missing school.

7.07.2 STIO: Given an absence with reason, the student will be able to state the reasons for absence which would be acceptable to society.

7.07.21 The student will be able to explain why the following information is needed on an excuse slip: student's name, date of absence, reason for absence, and parent's signature.

7.07.211 The student will discuss why the following information is needed on an excuse slip: name of student.

7.07.212 The student will discuss why the following information is needed on an excuse slip: date of absence.

7.07.213 The student will discuss why the following information is needed on an excuse slip: reason for absence.

7.07.214 The student will discuss why the following information is needed on an excuse slip: parent's signature.

7.07.215 In a small group, the student will explain why the following information is necessary on an excuse slip: student's name, date of absence, reason for absence, parent's signature.

7.07.22 When a student is absent, the student will bring an excuse from his parent or guardian to school with the proper information on it and will be able to discuss the information.

7.07.221 The student will discuss why it is necessary for him/her to bring an excuse slip after missing school.

7.07.222 The student will discuss the consequences that culd happen to him/her if an excuse slip was not brought in after missing school.

7.07.223 The student will role play bringing excuse slips to school and following proper procedures after student has missed school.

7.07.224 The student will role play the consequences to students who do not bring in an excuse slip or do not follow proper procedures.

7.07.225 The student will indicate on his/her own attendance chart if an excuse slip was brought in after missing school.

7. EMPLOYABILITY SKILL: Attendance

7.08 LEVEL OF PERFORMANCE: Seldom Absent

ANNUAL GOAL: The student will be present over 95% of the time and will always have a valid reason when he/she is absent.

7.08.1 STIO: Given a telephone trainer and directory, the student will locate his/her employer's number and successfully complete the call informing him/her that he/she will be absent.

7.08.11 Given a role-playing situation, the student will verbally construct the sequential procedure for calling the employer to inform him/her that he/she will be absent.

7.08.111 The student will demonstrate ability to use telephone by dialing a number previously given by the teacher. (e.g., holds phone properly, dials number correctly.)

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NAMES USED IN THE VIGNETTES, OR ELSEWHERE IN THIS MANUAL TO DEMONSTRATE SITUATIONAL APPLICATIONS OF THE HANDBOOK ARE FICTITIOUS, AND RESEMBLANCE TO ANY REAL LIFE PERSONS IS STRICTLY COINCIDENTAL.

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